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News Summary

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Scientists are amassing evidence that life began through chemical evolution. Story on Page 6.

Faculty members at Boston University are managers and not entitled to unionize, the National Labor Relations Board has ruled. Story on Page 13.

The Supreme Court will take on cases involving affirmative action and "creation science" as it begins its new term. Story on Page 19.

Professors in California are lobbying against an initiative that would limit state employees' salaries. Story on Page 19.

A chart showing how tax reform will affect colleges, students, and faculty members appears on Page 25.

Accreditation should be perceived as a means of enhancing educational excellence, an advisory panel has said. Story on Page 30.

A contest to create a plan for the University of Miami campus yielded designs from the medieval to the Disneyesque. Story and a sample of winning entries begin on Page 32.

The Foundation Center has been keeping track for 30 years of what foundations do with their money. Story on Page 37.

College students seem to be avoiding crack, the potent distillate of cocaine. Story on Page 43.

No lawsuits have yet been filed challenging the legality of testing athletes for drugs. Story on Page 45.

Serious financial problems are widespread among Canadian universities. Story on Page 47.

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5-Year Extension of College-Aid Act Voted by Congress

Reagan plea for cuts rejected; help for older students added

WASHINGTON

Congress has passed and sent to President Reagan legislation that would extend the Higher Education Act of 1965 for five years.

The legislation revises many existing programs and authorizes the creation of a variety of new ones, ranging from new aid for the construction and renovation of campus facilities to increased support for graduate education.

A point-by-point summary of the provisions in the higher-education bill passed by Congress appears on Pages 28 and 29.

Passage of the legislation marked the first time that Congress had made a significant effort to help the growing number of college students who are not like the traditional 18- to 22-year-olds who live on campuses and are full-time students.

The measure would allow "non-traditional" students, who take only a course or two and are often single parents who work full time, to apply for student aid. It would also encourage colleges to make it easier for such students to take courses by providing child care and other services for them.

Although the Reagan Administration has long been asking lawmakers to make deep cuts in student-aid programs, Congress largely rejected those pleas in its extension of the government's basic financial-assistance programs.

While the legislation would tighten the rules governing eligibility for student aid, it would allow the size of the maximum Pell Grant for low-income students to grow by $200 annually and would raise the amount of federally subsidized loans that students may borrow.

CHASTISED AND REBUKED

Science, Politics Mix in Brouhaha over Field Test of New Pig Vaccine

DELTON SELF

Saul Kit: "In science, you don't settle issues by pork barrel or by horse trading or by any other political means."

By COLLEEN CORDES

LOMETA, TEX.

Here in the lonesome hills of central Texas, a wild boar bulldozed under a wire pigpen and had his way with at least one sow in heat.

That night of wild sex nearly three years ago begat the saga of Saul Kit. And a more fitting scene-setter could hardly be imagined for the entire, passionate affair.

This is a tale of the politics and public relations of science, and of the risks for universities and their faculties as the revolution of biotechnology literally hits the fields of America.

Mr. Kit, a biochemical virologist at the Baylor College of Medicine, let Texas authorities use his experimental, genetically engineered vaccine to fight an outbreak of pseudo-rabies on two hog farms. The disease—a kind of herpes that can be deadly to hogs and financially crippling to hog farmers—apparently was spread through the snouts of promiscuous wild boars, like that first intruder.

The results of the field test, one state veterinarian says, bode so well for the development of other vaccines that Mr. Kit "should get a Nobel Prize."

Instead, he has been chastised by Congress, rebuked by a special Baylor panel, and cast in a less-than-glowing light by the press. Even now, the National Institutes of Health are investigating whether Mr. Kit violated federal

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No Imminent Threat to Catholic Colleges' Freedom Seen in Vatican Ban on Teacher

GLENN MATSUMURA

The Rev. William J. Rewak, president of Santa Clara University: "Dissent is required, if we are to grow at all."

By ZOË INGALLS

The Vatican's decision to revoke a prominent scholar's license to teach theology at the Catholic University of America poses no immediate threat to academic freedom at other Roman Catholic colleges and universities in this country but could have a "chilling" effect on theologians at those institutions, some observers say.

Young and untenured theologians, in particular, may become reluctant to speak their minds, the observers say, and the "cream of the crop" of recent Ph.D. recipients may shy away from posts at Catholic institutions.

The Vatican's action, in which it withdrew the Rev. Charles E. Curran's license to teach theology in the name of the church, represents "a kind of warning shot across the theological bow—a warning for people not to diverge from the church line in any way," says the Rev. Richard A. McCormick, professor of Christian ethics at the University of Notre Dame.

Father Curran, a moral theologian who has been a faculty member at Catholic University since 1965, was ordered by the Vatican to retract positions—on abortion, birth control, premarital sex, and other issues—that were at variance with official

Continued on Page 14, Column 1

student for putting up posters against a homosexual-rights event.

Wayne Dick, a junior, was disciplined by the Yale College executive committee in May. He had been placed on probation for two years, but appealed the decision on the grounds that his right to freedom of expression had been violated.

The case has received extensive national media attention, focusing on the alleged violation of the student's First Amendment rights. Mr. Dick received support for his appeal from many Yale professors.

"The committee's judgment was governed by a well-established set of procedures that were in no way altered by the extraordinary publicity surrounding the case," said Sidney Altman, the dean of Yale College.

Mr. Dick was disciplined after he put up posters satirizing a Yale event known as Gay and Lesbian Awareness Days.

Ohio Issues Warning to 4 Bible Colleges

The Ohio Board of Regents has warned four Bible colleges in the state that action to shut them down will begin next week unless they either prove they existed before 1967 or seek certification, which entails a review of such things as curriculum, faculty, and support services.

Ohio law requires each institution calling itself a college or university to apply to the board for certification. The only institutions exempted are those that existed before 1967.

The regents issued the warning after a series of articles in the Columbus *Dispatch* revealed that Massillon Baptist College, Harvest Temple Bible College, Fundamental Baptist College, and Heritage Baptist Academy, four church-related institutions with small enrollments, were offering degrees and credits, but had not been certified to do so.

Church officials have maintained that the state has no right to interfere in church teaching, but a spokesman for the board said the law insures "quality control" and does not meddle in what colleges teach.

Corrections

► Daniel C. Thompson, the author of *The Black Elite* (*The Chronicle*, September 24), was incorrectly identified as Donald C. Thompson.

► In a Fact-File of tuition and fees (*The Chronicle*, August 6), figures for several institutions were incorrect. Tuition at Concordia Teachers College this academic year is $4,820. At Denver Technical College, it was $4,130 last year and $4,565 this year. Tuition at the University of Delaware was $2,194 last year and $2,305 this year; out-of-state students will pay an additional $2,995 this year. At the Citadel, the Military College of South Carolina, total mandatory costs this year amount to $6,551. Of that sum, $1,745 goes for tuition and fees, and $4,806 pays for room, board, health care, uniforms, laundry, books, and other expenses.

A 'Political Animal' Girds for Tough Washington Battles

New head of independent-college association hopes to show institutions aren't selfish

By STACY E. PALMER
WASHINGTON

Richard F. Rosser hasn't even moved here yet and already he's worried about becoming too much of a Washington insider.

The former DePauw University chancellor took over last week as president of the National Association of Independent Colleges and Universities, one of the major groups that represents colleges on Capitol Hill. Since he was named to the post only a few days before he took office, he has not even had time to find a house here for his family.

Reflecting on his new position last week, Mr. Rosser sounded a bit like a just-elected member of Congress, as he insisted that the last thing he wants to do is to get so caught up in the political whirl that he forgets what it's like out in the world beyond the borders of the nation's capital.

Already, Mr. Rosser says, he's planning to get out of town as much as he can, to stay in close touch with the needs of the more than 800 college presidents his organization represents.

"I want to retain my knowledge of what's going on in the little cities of America where these campuses are located," says Mr. Rosser. "You have to be sensitive to what's going on out there. You have to know what it's really like out there for parents who are thinking about sending their kids to college. Where does that rank in terms of their desires? Where does that rank compared to their support for the Strategic Defense Initiative, which they don't even understand?"

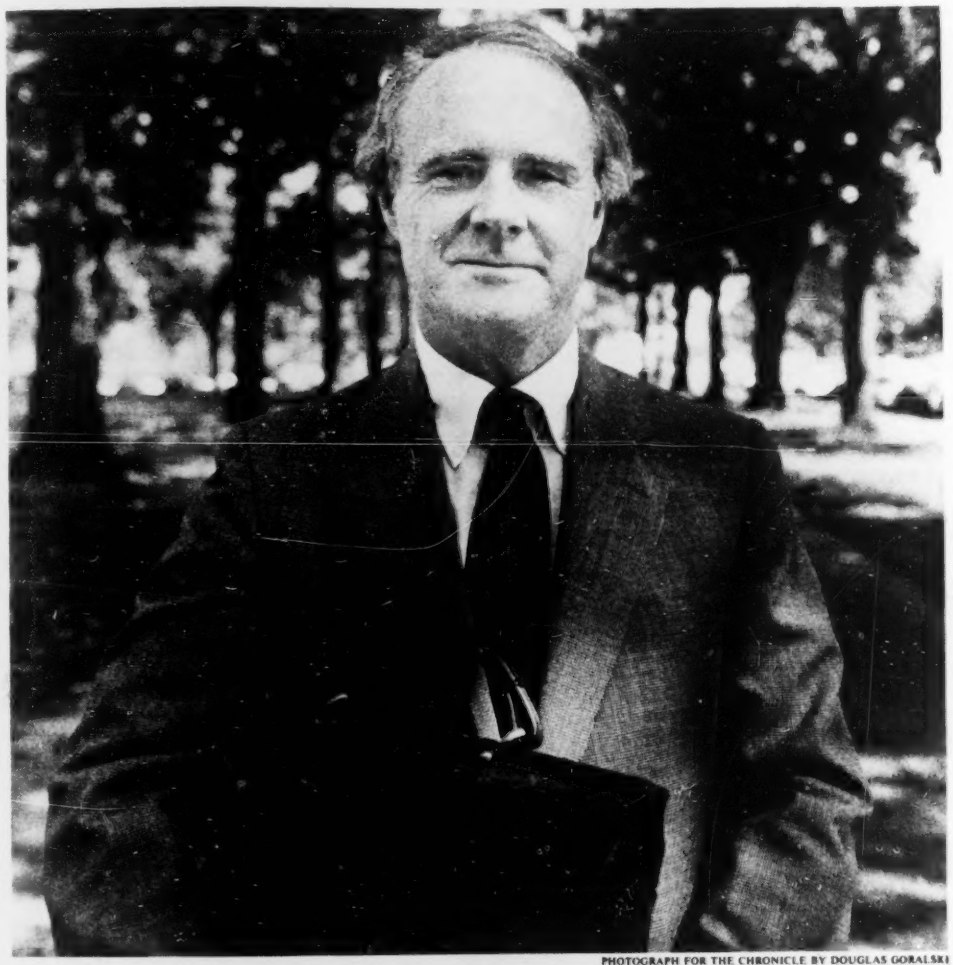
Mr. Rosser replaces John D. Phillips, who stepped down after 10 years as president of the association. Mr. Phillips was the longest-serving post since the organization was founded in 1976.

Mr. Rosser, a political scientist who was dean of the faculty at Albion College before he became president of DePauw in 1977, is best known for his abilities as a fund raiser. During his presidency (he stepped down from that job in June to become chancellor) he launched one of the largest capital campaigns ever run by an institution of its size. In three years, the fund drive has raised more than $100-million for DePauw.

Trumpet Player at Halftime

Mr. Rosser is a retired Air Force colonel who joined the military during the Korean War and taught at the U.S. Air Force Academy for 12 years. Colleagues call him a "Renaissance man." His interests range from photography to sports cars. He has been known to play the trumpet during halftime shows at DePauw football games.

About 50 people applied to head the private-colleges group and join the inner circle of Washington higher-education association chiefs, who are sometimes casually referred to as "the Brethren." Many of the applicants had close ties to Capitol Hill and had accumulated extensive experience dealing with the federal bureaucracy. Those involved in the selection of the president said they had chosen Mr. Rosser, who has done some lobbying but has never before been intimately involved in Washington politicking, because they believed he would be an eloquent spokesman for higher education and that, as a recent college president, he would have a high level of credibility when he talked to lawmakers about the problems facing campuses.



PHOTOGRAPH FOR THE CHRONICLE BY DOUGLAS GORALSKI

Richard Rosser: "What we've got to do now is change the perception about what higher education is. There are people who don't seem to understand what is unique about colleges and universities."

Mr. Rosser may not have been enmeshed before in the workings of the federal government, but, he says, "I guess I think of myself as a political animal, as any college president must be in this day and age. It just goes with the territory."

Mr. Rosser took over as head of N.A.I.C.U. just as Congress was putting the finishing touches on two pieces of legislation that are likely to have a dramatic impact on colleges well into the next decade. A five-year extension of the Higher Education Act, which governs dozens of programs that help colleges and students, has been passed by Congress, as has new tax legislation that has the potential to hurt private colleges—particularly large research institutions—far more than it would harm public colleges and universities.

Private colleges suffered a heavy blow, when, for the first time in a major piece of tax legislation, Congress voted to allow public colleges more generous use of tax-free bonds than private institutions. And the new curbs on the deductibility of charitable contributions are expected to be particularly tough on many private institutions that have long counted on incentives in the tax code to help them raise money.

Technical Corrections Needed

But just because those major legislative endeavors have been completed, college representatives can hardly take a rest from pressing their case with members of Congress and the Administration. Still ahead are tough battles to get Congress to allocate more money for college programs next year, even though the federal budget deficit continues to pose severe economic problems. And lawmakers will have to make so-called technical corrections to the legislation passed this year—many of which will not be merely technical but will overturn policy decisions that have just been made.

As he prepares to ask Congress to give back some of the tax incentives it has taken away, Mr. Rosser says, "What we've got to do now is change the perception about what higher education is. There are people who don't seem to understand what is unique about colleges and universities. They have the mistaken view that we're profit-making institutions, and they don't realize how hard it is to keep a college going.

"We've been called selfish, but that's by people who don't understand what we do. What we're trying to do is keep our institutions going because they serve a public purpose," he says. "We are about the least selfish institutions in this country. We're attempting to prepare American citizens to serve society."

It is not only new battles in Washington that concern private-college presidents. They have many other problems, such as the dramatic decline in the number of people who are of college age and the intense competition for those individuals, which is expected to be fierce. What's more, many parents of college-age students believe they can't afford the high cost of sending their children to private colleges—regardless of whether that's really the case.

In addition, state legislators are demanding more of higher education than they have for many years, and private foundations and individual philanthropists are facing difficult choices as they are deluged with more and more requests for financial help.

Colleagues say Mr. Rosser is the right man to help private colleges cope with the years ahead. Says Walker Gilmer, who has has taught English at DePauw since 1963: "He's immensely likable, but he's very determined and can be a real fighter."

Even though Mr. Phillips announced last winter that he would retire this month, N.A.I.C.U. officials did not decide upon Mr. Rosser's appointment until late in September.

The Higher Education Amendments of 1986:

Student Financial Aid

College Work-Study

- Requires that each college or university receive at least as much money to give to students as it received in academic 1985-86. 75 per cent of any additional funds will be allocated to institutions based on the financial need of their students, and 25 per cent will be distributed equally among institutions.
- Increases the portion of federal funds that colleges must match from 20 per cent to 25 per cent in academic 1989-90 and to 30 per cent in 1990-91 and thereafter.
- Makes students at proprietary institutions eligible.
- Requires colleges that count part-time students in the calculation of aid they receive to distribute a "reasonable proportion" of the money to such students.
- Allows colleges to use some of their money to aid students employed by profit-making organizations and to finance job-placement programs.

Guaranteed Student Loans

- Increases the borrowing limit for a student's entire postsecondary education from $25,000 to $54,750.
- Increases the amount an undergraduate can borrow per year from $2,500 for five years to $2,625 for the first two years and $4,000 for three additional years.
- Increases the amount a graduate student can borrow per year from $5,000 to $7,500, both for five years.
- Requires all borrowers to meet a financial-needs test. Such a test is now required only of borrowers whose families earn more than $30,000.
- Raises the interest rate from 8 per cent to 10 per cent during the fifth year of repayment.
- Continues the practice of having borrowers begin repayments six months after leaving college.
- Continues to give borrowers 10 years to repay loans.
- Permits lenders to continue to deduct a 5-per-cent "origination" fee from the face value of each loan.
- Reduces interest subsidies to lenders from 3.5 per cent to 3.25 per cent.
- Bars lenders from using inducements to encourage students to borrow.
- Gives financial incentives to loan-guarantee agencies in states that enact laws allowing them to withhold up to 10 per cent of the wages of state employees who have defaulted on student loans.

National Direct Student Loans

- Increases the amount an undergraduate can borrow from $3,000 to $4,500 per year for the first two years, from $6,000 to $9,000 for the entire undergraduate education, and from $12,000 to $18,000 for the entire postsecondary education.
- Maintains the interest rate at 5 per cent.
- Allows students to begin paying back their loans nine months after they leave college, rather than six months as previously provided.
- Requires that each college or university receive at least as much money to give to students as it received in academic 1985-86. 75 per cent of any additional funds will be allocated to institutions based on the financial need of their students and 25 per cent will be distributed equally among institutions.
- Requires insitutions to continue to match 10 per cent of federal funds.
- Requires colleges that count part-time students in the calculation of aid they receive to distribute a "reasonable proportion" of the money to such students.

New Spending Ceilings

	Current Ceiling	Current Appropriation	New Ceiling
College Work Study	$830,000,000	$567,000,000	$656,000,000
Guaranteed Student Loans	n/a	3,260,000,000	3,200,000,000*
National Direct Student Loans	653,000,000	208,000,000	275,000,000
Pell Grants	4,444,000,000	3,578,000,000	4,600,000,000
State Student Incentive Grants	250,000,000	73,000,000	85,000,000
Supplemental Grants	725,000,000	395,000,000	490,000,000
Academic facilities	260,000,000	51,400,000	100,000,000
College libraries	86,000,000	6,700,000	30,000,000
Community development	55,000,000	0	17,000,000
Continuing education	63,000,000	0	10,000,000
Cooperative education	35,000,000	13,800,000	17,000,000
Developing institutions	270,000,000	135,000,000	245,000,000
Disadvantaged students	490,000,000	176,000,000	205,000,000
Education research and statistics	175,000,000	56,900,000	72,200,000
Fund for Improvement of Postsecondary Education	50,000,000	12,200,000	17,500,000
Graduate education	130,000,000	16,500,000	90,000,000
International education	87,500,000	25,500,000	55,000,000
Migrant-aid programs	18,000,000	7,500,000	9,000,000
Teacher training	81,000,000	9,800,000	60,000,000

n/a Not available * Estimated because program is an entitlement

- Eliminates new loan money to colleges at which more than 20 per cent of the former students have defaulted on their loans, beginning in academic 1987-88. Beginning in academic 1991-92, the minimum default rate will drop to 15 per cent. Colleges with default rates of between 7.5 per cent and 20 per cent will have their money reduced beginning in academic 1987-88, and those with default rates between 7.5 per cent and 15 per cent will have their money reduced beginning in academic 1991-92. Now, loan money is not reduced until the default rate exceeds 10 per cent and is not eliminated until the rate exceeds 25 per cent.
- Renames the program "Perkins Loans," after Carl D. Perkins, the late chairman of the House Education and Labor Committee.

Pell Grants

- Increases the maximum annual grant from $2,100 to $2,300 or 60 per cent of college costs, whichever is less, in academic 1987-88. The maximum grant will grow by $200 annually after that.
- Eliminates in academic 1989-90 the requirement that a student take at least half a full course load to be eligible.
- Continues the requirement that students must pass a needs test in order to be eligible.
- Maintains the minimum grant at $200.

State Student Incentive Grants

- Increases the maximum annual grant from $2,000 to $2,500.
- Allows states to use up to 20 per cent of their funds for on- and off-campus work-study programs.
- Continues to require each state to provide matching funds every year equal to the average annual amount of federal funds it received over the three preceding years.

Supplemental Educational Opportunity Grants

- Raises the maximum annual grant from $2,000 to $4,000.
- Decreases the minimum grant from $200 to $100.
- Requires that each college or university receive at least as much money to give to students as it received in academic 1985-86. 75 per cent of any additional funds will be allocated to institutions based on the financial need of their students and 25 per cent will be distributed equally among institutions.
- Requires colleges to match 5 per cent of federal funds in academic 1989-90, 10 per cent in academic 1990-91, and 15 per cent in academic 1991-92 and thereafter. There are no matching requirements now.
- Requires colleges that count part-time students in the calculation of aid they receive to distribute a "reasonable proportion" of the money to such students.

Supplemental Loans for Students and Loans for Parents

- Increases annual borrowing limits per student from $2,500 to $3,000 for undergraduates and from $3,000 to $4,000 for graduate students and parents borrowing to pay for their children's education.
- Changes the interest rate from 12 per cent to a rate equal to the 91-day Treasury bill plus 3.75 percentage points.
- Allows students and parents currently repaying loans at 12 per cent to pay a $100 fee to refinance them at the new rate.

Loan Consolidation

- Establishes a new program under which students who borrow at least $5,000 could consolidate federal direct, guaranteed, and supplemental loans, as well as Health Professions Student Loans, into a single monthly payment with an interest rate of at least 9 per cent. They will have up to 25 years to repay.

Financial Independence

- Sets new standards for students to be considered financially independent of their parents—and therefore, in most cases, eligible to receive more aid.
- Considers all students 24 and older to be financially independent.
- Considers students under age 24 to be financially dependent unless they are orphans, wards of the court, veterans, graduate students not claimed as dependents on anyone else's tax return, married and not claimed as dependents on anyone else's tax return, unmarried but have legal dependents, or not claimed as dependents on anyone else's tax return and can prove that they earn at least $4,000 annually.

General Eligibility for Aid

- Requires recipients to have at least a C average, or grades consistent with their colleges' graduation requirements, to receive aid after their sophomore year.
- Requires students who have not earned a high-school diploma or the equivalent to take a test or complete a counseling program before they can receive aid.
- Requires a student to earn at least $700 to qualify for aid other than Pell Grants.

Miscellaneous Provisions

- Prohibits the Education Department from requiring colleges to check the accuracy of information on more than 30 per cent of aid applications.
- Authorizes $5-million for a pilot program to test the concept of requiring students to repay National Direct Student Loans based on income after graduation.
- Requires colleges to certify that they have a drug-prevention program before their students can receive federal aid.
- Requires the Education Department to simplify the financial-needs test it uses for very-low-income students.
- Requires colleges to inform all student borrowers of the average monthly repayment they will face after they leave school.
- Requires the Education Department to establish a toll-free student-aid-information telephone number.
- Requires the Education Department to establish a nationwide, computerized information bank on student loans containing the names of all student borrowers and the amount of their loans.
- Requires the Secretary of Education to collect data on student-aid recipients at least every three years.
- Creates a National Commission on Responsibilities in Financing Postsecondary Education to identify the role of families, students, colleges, and the government in paying students' college costs.
- Establishes an Advisory Committee on Student Financial Assistance, independent of the Education Department, that has the authority to make recommendations directly to Congress concerning financial needs analyses and other components of student-aid programs.
- Allows colleges to require foreign students to prove they have money to pay tuition and fees before they enroll.

Academic Facilities

- Creates a new corporation to guarantee and insure bonds and loans for the construction and renovation of academic facilities. Most of the money is supposed to go to colleges that cannot obtain financing from private sources.
- Continues existing programs of grants and low-interest loans for construction and renovation of academic facilities.

Child Care

- Establishes a $15-million program of grants to colleges to help them provide child care for disadvantaged students.

College Libraries

- Continues grants to libraries, but for the first time requires them to prove they are needy.
- Continues programs that train library personnel and provide aid for college research libraries.
- Establishes new $5-million grant program to help colleges equip their libraries with computers and other materials needed to modernize facilities.

What They Mean for Colleges and Students

PHOTOGRAPH FOR THE CHRONICLE BY BRUCE KATZ

During deliberations on the Higher Education Act, Sen. Robert Stafford, center, confers with an aide. Sen. Claiborne Pell is at right.

Community Development

- Creates a new $10-million program to encourage colleges to work with local governments, labor unions, and businesses to spur economic development.
- Continues grants to urban universities to help them solve the problems of the areas in which their campuses are located.
- Authorizes $2-million for the City University of New York to establish the Wagner Institute of Public Policy to coordinate resources for the development of solutions to pressing urban and social problems.

Continuing Education

- Creates a new program aimed at helping colleges develop course materials, counseling programs, and other types of assistance for non-traditional students, who are generally older and are enrolled in only a course or two at a time.
- Extends the life of the National Advisory Council on Adult Education.

Cooperative Education

- Extends grant program for colleges that offer students opportunities to take off-campus, paid jobs closely related to their career and academic interests.
- Requires colleges gradually to take over paying most of the costs of operating such programs.

Developing Institutions

- Creates a new $100-million grant program specifically for historically black colleges.
- Authorizes $120-million to help improve other colleges, with 25 per cent earmarked for institutions that are not historically black but serve large numbers of minority-group students and about $51-million reserved for community colleges.
- Authorizes $20-million for grants to help colleges build endowments.

Disadvantaged Students

- Continues to authorize money though four federal programs designed to identify and counsel bright students from disadvantaged backgrounds. The programs are Talent Search, Upward Bound, Student Support Services (formerly named Special Services for Disadvantaged Students), and Educational Opportunity Centers.
- Expands Student Support Services to help college juniors and seniors interested in enrolling in graduate school.

Education Research and Statistics

- Extends the authority of the Department of Education to conduct research on education and collect statistics.
- Earmarks $17.7-million for federal education-research centers and $17-million for education-research laboratories.
- Encourages the Education Department to support more studies by individual researchers, rather than those affiliated with federal education laboratories and centers.
- Sets new priorities for research, such as the effect of equal educational opportunity on minority-group students.
- Requires use of peer review to award research contracts except in unusual circumstances.

Fund for the Improvement of Postsecondary Education

- Continues the existing grant program to encourage colleges to try innovative projects.
- Creates a new $3-million grant program to encourage students to do community service in exchange for financial aid or other educational services.

Graduate Education

- Establishes a new $10-million program to help colleges prepare minority-group students for graduate school.
- Creates a new $30-million program to help colleges improve their graduate programs in areas of national need, such as engineering and computer science.
- Continues the fellowship program for women and minority-group students who pursue graduate study, and renames the fellowships for Patricia Roberts Harris, former Secretary of Health, Education, and Welfare.
- Continues the fellowship program for students who pursue graduate studies in the arts, humanities, and social sciences, and renames the fellowships for the late Sen. Jacob K. Javits of New York.
- Continues programs for counseling and training disadvantaged students who plan to apply to law school and clinical programs for law students.

International Education

- Creates new summer institutes to provide intensive language training to college faculty members and schoolteachers.
- Establishes a new program to help colleges buy periodicals published outside the United States.
- Authorizes a study of the feasibility of establishing a National Endowment for International Studies.
- Continues grants to colleges that operate international-studies centers and fellowships for students who are enrolled in programs run by such centers.
- Continues programs that encourage colleges and universities to develop collaborative programs with American companies that conduct research abroad.

Migrant-Aid Programs

- Continues programs that encourage children of migrant and seasonal farm workers to finish high school and attend college.

Minority Students in Science

- Continues the program to upgrade the teaching of science at colleges and universities that enroll large numbers of minority students.

Teacher Training

- Continues a $13.5-million scholarship program for bright high-school students who promise to become schoolteachers, and renames it the Congressional Teacher Scholarship Program.
- Continues a $2-million fellowship program that gives stipends to outstanding teachers so they can take sabbaticals and upgrade their professional skills, and renames the fellowships for Christa McAuliffe, the schoolteacher who died on the space shuttle *Challenger*.
- Creates a new $3.5-million grant program to retrain people who want to change jobs and become teachers.
- Creates a new $15-million program of grants for projects that encourage colleges to collaborate with high schools to improve the quality of instruction at the secondary level and help students from low-income areas.
- Creates a new $15-million grant program to establish centers to help teachers and school administrators sharpen their skills.
- Creates a new $10-million program of grants to improve the quality of school administrators.
- Authorizes $1-million so that every state can set up a committee to examine how teacher-education programs should be adapted to meet local needs for recruiting and retraining schoolteachers.

Veterans' Cost-of-Instruction Payments

- Extends a program of grants to colleges to help them recruit and provide special educational services for veterans.
- Bases payments on the total number of veterans enrolled at a college. Payments are now based on the number of veterans enrolled who receive veterans' educational benefits or vocational-rehabilitation services or who are disabled.
- Establishes a $1,000 minimum award.
- Changes the name to Veterans Education Outreach Program.

Miscellany

- Requires colleges to inform the Education Department of contributions from foreign sources that exceed $250,000.
- Extends the authority of the National Advisory Committee on Accreditation and Institutional Eligibility.
- Authorizes $1-million for a Congressional committee to study the system used by the Education Department to determine which colleges federal student-aid recipients may attend.
- Extends through fiscal 1988 the U.S. Institute of Peace.
- Extends the Carl Albert Congressional Research and Studies Center.
- Extends the Robert Taft Institute, which trains schoolteachers in American political and governmental affairs.
- Authorizes an Institute of American Indian and Alaskan Native Culture and Arts.
- Creates a Native Hawaiian Culture and Art Development program to support research and scholarship in Hawaiian cultural and artistic history.
- Requires the Department of Education's research branch to conduct studies of the following issues: the escalating cost of higher education, the supply of and demand for schoolteachers, and how student-aid formulas should be changed to take into account the problems of farm families.
- Requires the General Accounting Office to examine how volunteers can best be used in the classroom, the practices of state loan-guarantee agencies and multi-state guarantors who participate in the Guaranteed Student Loan Program, the feasibility of allowing student borrowers to establish multiple-year lines of credit, the effect of allowing banks to distribute student-loan checks in increments throughout the academic year instead of in one lump sum, and the cost and efficiency of allowing students to consolidate their loan repayments.

All authorization figures are for fiscal 1987. The measure provides overall spending ceilings but does not allocate any money to colleges or students. That must be done through separate appropriations bills each year.